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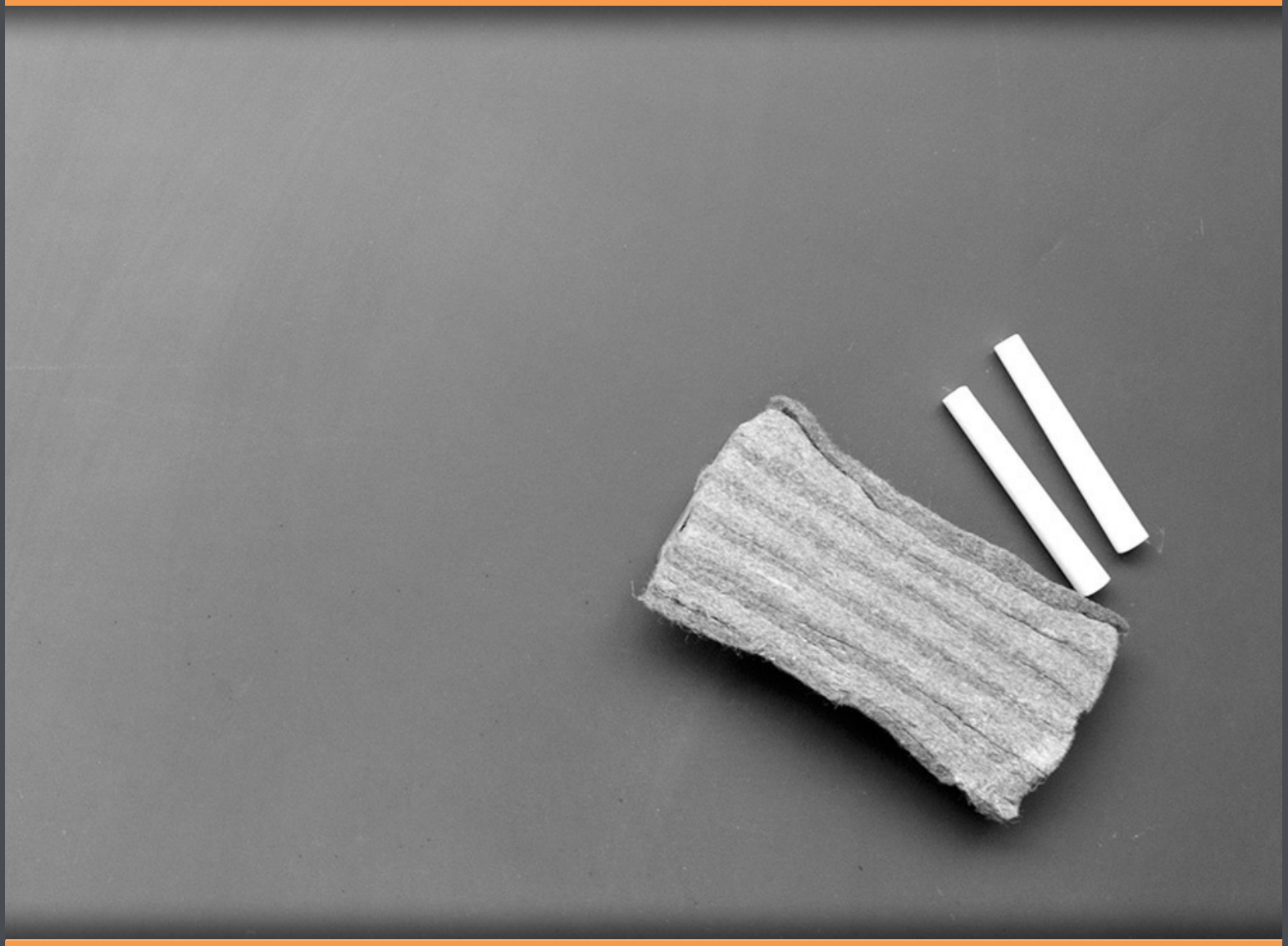
Towards Excellence…How to Teach

A Guide book for Teachers

Dr. M. Thirumaleshwar



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Dr. M. Thirumaleshwar

Towards Excellence…How to Teach

A Guide book for Teachers

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Towards Excellence…How to Teach: A Guide book for Teachers
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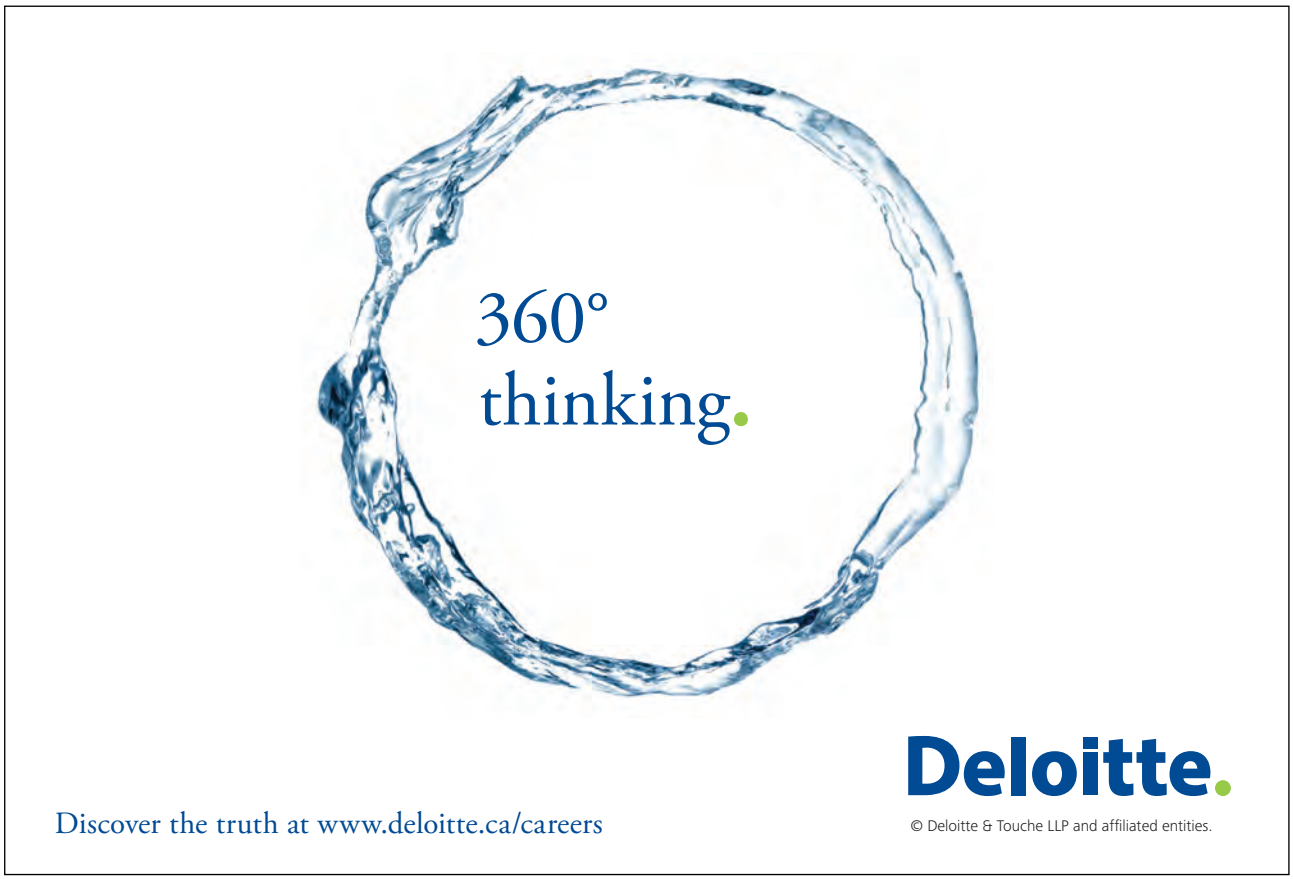
Contents

	Message from Rev. Fr. Valerian D'Souza, Director, SJEC	**8**
	About the Author	**9**
	Preface	**11**
1	**Introduction:**	**13**
2	**A teacher is held in high esteem in our culture:**	**14**
3	**Greatness of Teacher:**	**15**
4	**Teaching is a noble profession:**	**16**
5	**Teaching is a profession that teaches all other professions:**	**17**
6	**Qualities of a good teacher:**	**18**
7	**Expectations of students:**	**20**



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8	**A successful teacher…**	**22**
8.1	Planning the lecture:	24
8.2	Preparation of the lecture:	26
8.3	Delivering the lecture:	27
8.4	For Laboratory instructors:	30
8.5	Assessment of students:	31
8.6	Evaluation (i.e. marking and grading):	32
8.7	Record keeping:	33
8.8	Giving feed back to students/parents:	34
9	**Teaching styles:**	**35**
10	**Ideal Teacher and exemplary teaching practices:**	**37**
11	**'Must' for new teachers…:**	**38**
12	**'Must' for experienced teachers…:**	**39**
13	**Getting feedback on teaching:**	**40**
14	**Managing 'teaching stress':**	**42**

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14.1	Reasons for teaching stress:	43
14.2	How to manage this stress?	43
15	**Teachers and Human Values:**	**49**
15.1	Three great examples….:	50
15.2	Human Values:	51
15.3	Education and Educare:	52
16	**Seven C's for success:**	**54**
17	**Enjoy a sweet syrup!:**	**55**
18	**References:**	**56**
	Appendix-I	**57**
	Appendix-II	**59**
	Appendix-III	**61**

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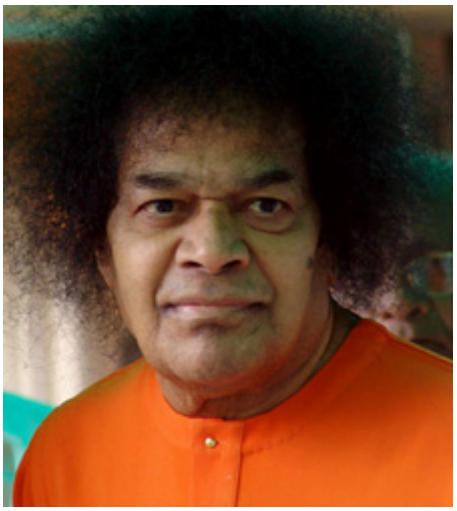

Bhagavan Sri Sathya Sai Baba
There is only one religion, the religion of Love.
There is only one caste, the caste of Humanity.
There is only one language, the language of the Heart.
There is only one God, He is Omnipresent.

…Bhagavan Sri Sathya Sai Baba

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Message from Rev. Fr. Valerian D'Souza, Director, SJEC

Anyone can talk about how important the role of a teacher is, but rarely do we come across a person who can give practical ideas on teaching. Dr. M. Thirumaleshwar who has a vast experience in teaching in the technical field within and outside the country, has shared his experience in this booklet "Towards Excellence…How to Teach", a guide book to teachers. He answers the question of what it means to be a teacher. According to our Indian tradition a teacher is called "guru", who moulds the total personality of "shishya". Teaching is not to be considered a job but a vocation from God to make a student a true human being.

Our nation is on the march towards a bright and prosperous tomorrow. The social organ that had to play the most important role in this aspect is education. Without a sound and goal oriented system of education, the dream of reconstructing the nation's economic, social and political life cannot be realized. In order to fulfill the ideals, the quality of education imparted to the children has to be improved.

The quality of education depends upon the quality of the teachers. Thus the role of the teachers is very important in making the nation. If the teachers are excellent the nation will have excellent citizens. If the teachers are substandard God help the nation.

According to Courtis Stuart A: *"A teacher is an agent appointed to develop citizenship who can live successfully in the culture of the country"*.

We all agree how true these ideals are. How to put these into practice is the question.

I am sure that this booklet in the hands of a teacher will be a treasure for life. It will constantly remind and motivate the teacher in the noble mission of teaching. As Henry Adams says "A teacher affects eternity, he can never tell when his influence stops".

Fr. Valerian D'Souza

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About the Author

Dr. M. Thirumaleshwar graduated in Mechanical Engineering from Karnataka Regional Engineering College, Surathkal, Karnataka, India, in the year 1965. He obtained M.Sc (cryogenis) from University of Southampton, U.K. and Ph.D. (cryogenics) from Indian Institute of Science, Bangalore, India.

He is a Fellow of Institution of Engineers (India), Life Member, Indian Society for Technical Education, and a Foundation Fellow of Indian Cryogenics Council.

He has worked in India and abroad on large projects in the areas involving heat transfer, fluid flow, vacuum system design, cryo-pumping etc.

He worked as Head of Cryogenics Dept. in Bhabha Atomic Research Centre (BARC), Bombay and Centre for Advanced Technology (CAT), Indore, from 1966 to 1992.

He worked as Guest Collaborator with Superconducting Super Collider Laboratory of Universities Research Association, in Dallas, USA from 1990 to 1993.

He also worked at the Institute of Cryogenics, Southampton, U.K. as a Visiting Research Fellow from 1993 to 1994.

He was Head of the Dept. of Mechanical Engineering, Fr. Conceicao Rodrigues Institute of Technology, Vashi, Navi Mumbai, India for eight years.

He also worked as Head of Dept. of Mechanical Engineering and Civil Engineering, and then as Principal, Vivekananda College of Engineering and Technology, Puttur (D.K.), India.

He was Professor and coordinator of Post-graduate program in the Dept. of Mechanical Engineering in St. Joseph Engineering College, Vamanjoor, Mangalore, India.

A book entitled **"Fundamentals of Heat and Mass Transfer"** authored by him and published by M/s Pearson Education, India (2006) **has been adopted as a Text book** for third year engineering students by the Visweswaraya Technological University (V.T.U.), Belgaum, India.

He has authored a ***free e-book*** entitled **"Software Solutions to Problems on Heat Transfer"** wherein problems are solved using 4 software viz. Mathcad, EES, FEHT and EXCEL. This book, containing about 2750 pages, is presented in 9 parts and all the 9 parts can be downloaded *for free* from www.bookboon.com.

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He has also authored ***free e-books*** **on Thermodynamics** entitled **"Basic Thermodynamics: Software Solutions" and "Applied Thermodynamics: Software Solutions"** wherein problems are solved using 3 software viz. Mathcad, EES, and TEST. Each of these titles is presented in 5 parts and all the books can be downloaded *for free* from www.bookboon.com.

He has also written and published three book-lets entitled as follows:

1. Towards Excellence…How to Study (A Guide book to Students)
2. Towards Excellence…How to teach (A guide book to Teachers)
3. Towards Excellence…Seminars, GD's and Personal Interviews
   (A guide book to Professional and Management students)

Dr. M. Thirumaleshwar has attended several National and International conferences and has more than 50 publications to his credit.

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Preface

This booklet for teachers is the *second of the three books* in the "Towards Excellence…" series. These books were first authored and published by me with generous financial help from the Director, St. Joseph Engineering College, Vamanjoor, Mangalore, India, and distributed *for free* to schools, Pre-University, Degree and Professional colleges in Mangalore Dioces area. The books were received very enthusiastically by students (and parents and teachers too) and there was great demand/suggestion to put them on the Internet so that a larger number of readers can take benefit of these books. The first book for students, viz. **"Towards Excellence…How to study"** was put on the Internet a few days ago, by courtesy of Bookboon. Now, the second book, viz. **"Towards Excellence…How to Teach"** is being put on the Internet. The third book, **"Towards Excellence…Seminars, GD's and Personal Interviews"** will follow soon.

This book-let for teachers is the outcome of lecture notes prepared by the author while delivering lectures to the teaching faculty of St. Joseph Engineering College, Vamanjoor, Mangalore, and, earlier at the Fr. Conceicao Rodrigues Institute of Technology, Vashi, Navi Mumbai. Author would like to make it clear that he does not pose to give any 'advice' to teachers, since he feels that he has yet to learn quite a lot; however, the motivation to write this book-let is only to share the ideals, information and resources that the author has collected over the years.

These lectures are directed towards both the new lecturers and the experienced ones.

The 'teaching-learning' process is treated as one package. In Sections 1 to 7, greatness of the teaching profession, qualities of a good teacher and expectations of students are explained. In Section 8, the entire teaching process involving planning, preparation of lectures, delivering it in the class effectively, assessment of students, evaluation and grading, record keeping, giving the feed back to students and parents are explained in detail. Section 9 enumerates different teaching styles, and in Section 10, some points to be remembered for exemplary teaching are summarized. Next, in Sections 11 and 12, important tips are given for both the new and experienced teachers. Section 13 suggests the methods of getting feedback on the teaching. Next, Reasons for 'stress' in teachers and the ways to handle the same are enumerated in Section 14. Then, the important topic of 'Teachers and Human Values' and 'Education and Educare', and the importance of inculcation of 'Human Values' in the students to make them honest, upright citizens of this country are emphasized in Section 15. Section 16 contains 'Seven C's for Success', stated succinctly. Conclusion is given in Section 17, and the section on References includes addresses of some websites which will be very useful to teachers. Appendix-I contains a typical, Students' feedback form and a typical questionnaire. In Appendix-II, words of advice given by Sri Sathya Sai Baba to the teachers, gleaned from some of His discourses, are given. In Appendix-III, some inspiring quotations from famous personalities are included.

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I hope that this book will be interesting and useful to all teachers.

Acknowledgements: Firstly, I would like to thank all my present and former colleagues who motivated me to give these lectures, encouraged me by their kind words and positive feedback.

I would like to thank Fr. Valerian D'souza, former Director, St. Joseph Engineering College, Mangalore, for taking personal interest in this subject, and encouraging me to write this booklet.

Thanks are due to Ms. Karin Jakobsen, Ms. Sophie Tergeist and their editorial team at Bookboon for their diligent efforts.

I express my appreciation to Kala, my wife, for her suggestions, support and sacrifice.

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1 Introduction:

Dear friends! My fellow teachers! This booklet is addressed to you all from the teaching fraternity. Many of you may be new to the teaching profession, and, some of you may be very experienced and accomplished teachers. My intention is to share with you my experience, the resources which I collected over the past few years, and more importantly, the attitude and the ideal that we should maintain to become successful teachers.

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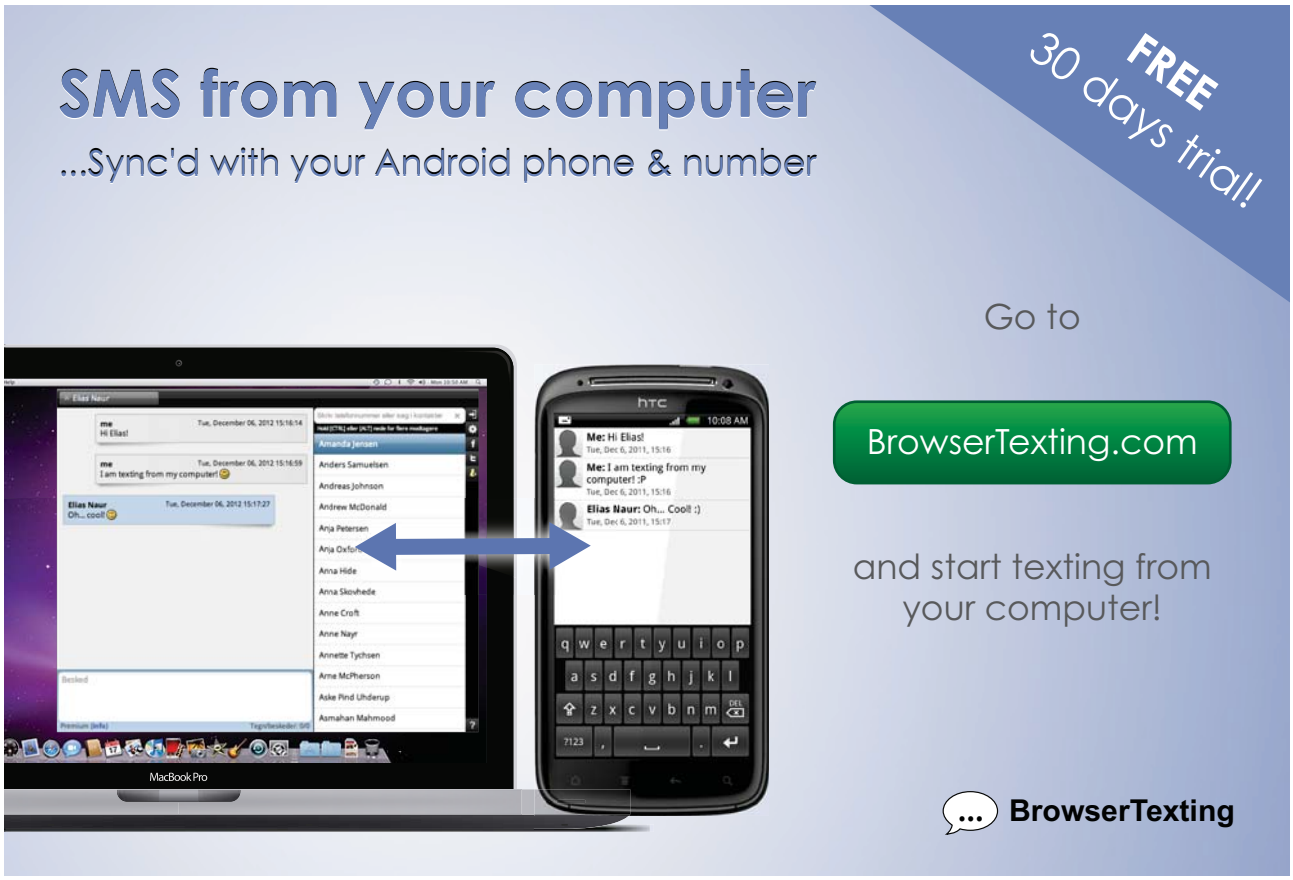
2 A teacher is held in high esteem in our culture:

It is a well known fact that any skill, art or knowledge is better gained through a teacher. Teacher is also addressed as 'Guru'. The Sanskrit word 'Guru' has deep meaning: 'one who dispels the darkness of ignorance'. That is why, in our Indian culture, teacher is highly venerated, nay, he is equated with God himself. In praise of Guru, there is a well known hymn, which declares: 'Guru is Lord Brahma, Vishnu and Maheshwara; Verily, Guru is the Supreme Parabrahma. Therefore, salutations to Guru!'. Having said this, I should also add that, therefore, it becomes our duty and responsibility to live up to these ideals and expectations of our students and society.



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3 Greatness of Teacher:

There is a joke about the 'greatness' of teacher: It seems that a school inspector, during the course of inspection of a primary school, entered a class and asked a student: 'who is greater – your mother, father or teacher?'; the child replied immediately: 'certainly, my teacher is the greatest!' The teacher of the class felt gratified; the inspector asked again: 'why do you say so?' The child said innocently: 'my father tries to put me to sleep by telling me stories for a long time; my mother tries to put me to sleep by singing lullabies for a long time; but, as soon as my teacher starts speaking in the class, I am overpowered by sleep! Not only that, all the 30 of us in this class sleep within a minute! Therefore, my teacher is the greatest!' Friends, surely, we don't wish to be known as 'great' in this manner. But, it is a fact that students remember their good teachers for their entire life time when they are impressed by their teachers' love, good manners, good teaching, uprightness, integrity, discipline and other human qualities. Let us be known as 'great teachers' for these qualities.

Ponder over this oft-quoted quotation from William Arthur Ward:

- The mediocre teacher…tells
- The good teacher…explains
- The superior teacher…demonstrates, and
- The Great teacher…**INSPIRES!**

Friends, let us all aspire to become such teachers, who not only teach, but, inspire their students to reach great heights of excellence! Let us be catalysts to *'ignite their minds'*, as our respected Scientist and former President, Dr. Abdul Kalam has said.

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4 Teaching is a noble profession:

Teaching is known as 'noble' profession. Why? There are good reasons:

- In teaching, you also learn; that is why, it is said: 'if you want to learn a subject, teach it!'
- Teacher imparts knowledge to the student; this helps the student *earn his living.*
- More importantly, teacher moulds the character and personality of the student; this gives him *culture* and stands in good stead throughout his life.
- That is why, it is said: "Education is not only for a living, but for Life".
- While teaching ideals to his students, a thoughtful teacher always introspects: 'Am I living up to what I am teaching?'; thus, a teacher has a continuous scope for improvement.
- A teacher, by the very nature of his work, has to develop patience, love and affection for his students, to be an effective teacher.
- Teaching involves great sacrifices. It is not a 'nine-to-five job'. That is why, it is said: **'A teacher is like a candle…it consumes itself to light the way for others!'** Further…

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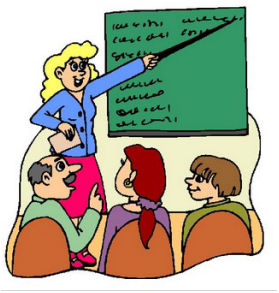
5 Teaching is a profession that teaches all other professions:



Surely, all the 'great achievers' in any profession learnt through some teacher or other. One learns not only the concerned skill or academic matter from his teacher, but the entire personality of the student is shaped by an effective and efficient teacher. Therefore, the teacher is highly respected in society. Let me illustrate this with a story:

It seems that the king of a country desired to honor some 'great achievers' in his country. So, he gave instructions to his minister to find out such persons. After a survey, the minister identified five 'great achievers' in their respective areas. They were: one engineer, one doctor, one artist, one poet, and one philosopher. A meeting was held to honor these persons. They were all seated on the stage and when the minister was about to introduce them to the audience, they saw one old man being guided to the front row by the organizers. As soon as he came to the front row to occupy his seat, all the five 'achievers' sitting on the stage stood up and paid their respects to that old man. The king got curious and asked the minister about the identity of the old man. The minister replied that he was the retired primary school teacher who had taught all these five achievers. Immediately, the king said: 'this old school teacher is the 'greatest achiever' and deserves the highest honor, because he has been instrumental in producing these five jewels of our country!' Of course, the minister, the 'five achievers' and the entire audience agreed with the king!

Dear friends! Such is the esteem in which a teacher is held. What is the reason? Because he imparts essential education to his pupil. It is said that by birth, man is only an animal, and education with human values makes him a real human being! Listen to what Swami Vivekananda has said about requirements of education: **'Education is the manifestation of perfection already in man; we want that education by which character is formed, strength of mind is increased, intellect is expanded, and by which one can stand on one's own feet'**. Indeed, this a tall order for the teacher. He has to produce a glittering diamond by cutting the edges and polishing the faces, from the base stone supplied to him! To do this 'man building' work, a teacher needs to have certain qualities. What are these qualities?

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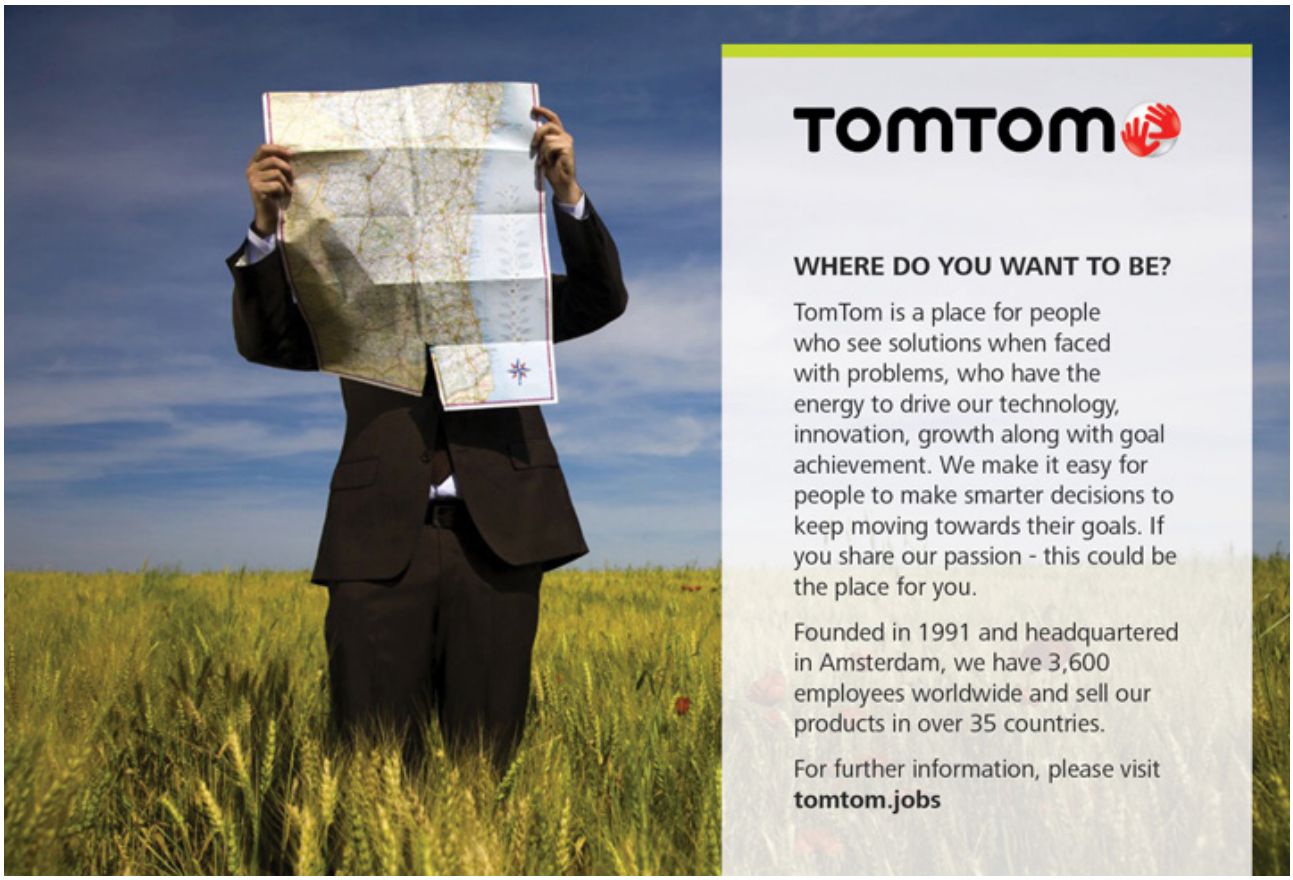
6 Qualities of a good teacher:

The word 'TEACHER' itself indicates the essential qualities that a teacher should have:

- **T…*Truthful, Trustworthy, Talented:*** Truth is the strong foundation on which the superstructure of life has to be built. The teacher should exemplify this. Also, the teacher, by his affection towards the student, must be able to get his trust. And, obviously, he must have the talent to teach and reform the student.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- **E…*Enlightened, Enterprising, Enthusiastic:*** The teacher must be enlightened, i.e. not only an authority in the subject he teaches, but, he must also have the sensitivity to understand what is good for the student and impart the essential human values to him to make him a better citizen. He must be enterprising to make the best of his resources and opportunities, and of course, he must have an unfailing enthusiasm to teach.
- **A…*Accessible, Adaptable, Admirable:*** The teacher must be accessible to his student, i.e. he must come down to the level of the student. He should be able to adapt to the situation, capacity and receptivity of the student. By his sincerity, integrity and ability, he should command the admiration of his students.
- **C…*Character, Creative, Caring:*** Teacher should be a person of sterling character. He should be creative and innovative and must make use of these talents in his teaching. He should genuinely care for the students placed under his care.
- **H…*Humane, Humility, Helpful:*** A teacher should shine with human qualities. His knowledge should make him humble and not proud; he should be ever helpful to his students.
- **E…*Empathy, Eager, Excellence:*** Teacher should have sympathy and empathy towards his students, their difficulties, failings and sorrows. Sympathy is expressed in words; empathy from the heart. A kind word, small gesture, even a look or a gentle stroke on the back, will make the student feel re-assured that 'my teacher is with me'. Be eager to do anything that is good for the student. Let 'Excellence' be the motto for the teacher – excellence in knowledge and human relations.
- **R…*Resourceful, Reasonable, Respected:*** Be resourceful, i.e. make the best use of the situation to lead the student towards the goal; but, be reasonable in 'pushing' him, i.e. be aware of your student's limitations. And command the respect of your students by your sincerity, knowledge, teaching and demeanor.

My friends! I know that you will tell me 'surely, we are all ordinary human beings, and we may not have *all* these qualities in us'. Never mind; once we are aware of these ideals, we must strive to enrich ourselves with these qualities by regular introspection and constant efforts. That is how we evolve and ennoble ourselves. That is how we justify belonging to this 'noble profession'.

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7 Expectations of students:

To be an effective teacher, one should be able to correspond with the students and be *in tune* with them. This is possible when you are aware of their expectations from you.

When a survey was conducted among the high school students in England, students said that following are their ***expectations from a good teacher***:

- He is kind and generous
- He listens to you
- He encourages you
- He has faith in you
- You can confide in him
- He loves teaching
- He knows his subject
- He explains things
- He helps when you are stuck
- He tells you where you stand
- He has patience and does not give up
- He allows you to have your say
- He cares for you and makes you feel 'special'
- He treats all equally
- He supports you
- He makes allowances for your shortcomings
- He tells you the truth
- He is forgiving

My friends! Indeed, we will become ideal human beings if we are able to live up to these expectations of students.

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In addition, some experts have enumerated the following requirements as the ***desirable qualities*** in a good teacher:

- **He has a sense of purpose…**yes, he enters the class room with a plan and a purpose, i.e. to communicate to his students effectively.
- **He teaches you to 'learn'…**to learn a thing, you should have a strong desire to go to the very root of things; it is not done just in one class, nay, it is a life long process. A great teacher motivates you to do it.
- **He inspires you with his passion…**with his very strong desire to teach you, he ignites a strong desire in you to be receptive; when these 'two desires' meet, fire of knowledge and understanding 'happens'.
- **He keeps you focused with his skill…**his words will be 'song' for your ears and he will keep you engrossed in the subject without any stress on your part, and you admire him for his skills.
- **He gives clear explanations, but tolerates ambiguity on your part…**he explains well, but tolerates you if you do not comprehend fully in the first instance.
- **He makes complicated things look simple…**this is his 'teaching skill'. After attending his class, you will feel: 'I never thought this subject to be so simple!'
- **He expects and wishes for success for every one…**he is good at heart, he is your well – wisher, friend and guide.
- **He adapts to meet the needs of students…**he is flexible in his approach; his main intention is that you should understand what he says. He is prepared to come down to your level.
- **He is knowledgeable, but is comfortable with (your) ignorance…**he is certainly an authority in his subject; at the same time, he is aware that you are sitting in his class because you don't know the subject, but wish to learn. So, he is tolerant and compassionate.
- **He reflects on his work and is a continuous learner…**education gives him 'humility'. So, he is willing to know his own short-comings and improve. So, he is a continuous learner.
- **He enjoys his teaching and the company of his students!…**Surely, he must! Otherwise, he can not be a good teacher!

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8 A successful teacher…

What is said in the foregoing are the qualities that an ideal teacher should have. But, in the real-world situation, we are all ordinary mortals and have our own limitations. So, our aim should be to keep these ideals always in front of us and strive to reach up to them. Now, a successful teacher has to prepare his lessons well. In fact, it is said that **'Good teaching is one-fourth preparation and three-fourths theater'**. This means that not only you have to prepare the lesson well, but, you also have to deliver it in the class very effectively.

Characteristics of a *successful* teacher are:

- **He plans *carefully*:** One should plan the lesson, delivery, teaching techniques, teaching aids, models required if any, projects related to the subject, question-answer session etc. very carefully and systematically to make the teaching-learning process most effective.
- **He prepares *thoroughly*:** Needless to say, he must be well prepared in his subject before going to the class. Prepare an exhaustive class notes referring to various sources.

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- **He delivers *effectively*:** This is the crucial part. This is where 'three-fourths theater' part of the above saying comes in. Even with the best of preparation, a teacher will be a failure if the communication is not effective. So, plan what to say in the introduction, anecdotes, jokes, important practical applications of the topic being taught etc. Take steps to enhance your 'public speaking skills' by discussing with colleagues or by attending some special training courses.
- **He assesses *objectively*:** Assessing the students is an important aspect of the teachers' job! It gives you a feedback about the effectiveness of your teaching and also about the capacity and ability of your students. Do this objectively by devising suitable written, viva-voce or practical/ laboratory exams, depending on the curriculum requirements of the subject being taught.
- **He evaluates *impartially*:** Evaluate the answers given by students honestly. Be impartial; have no favorites! Your aim is to tell the student honestly where he stands.
- **He records *neatly*:** Record keeping is an essential, but laborious and disliked part of the job! But, it has to be done neatly, since the Board or the University or any other concerned educational authorities would like to have a written assessment of the records to declare the results. These records will also be required to do re-evaluation, if need arises.
- **He gives corrective feed back to students/parents *lovingly*:** This is also an important aspect of the job and should be done honestly and *tactfully*. If the performance of the student is not up to the mark, you should say so, but say with a human touch, and genuine concern. Let it not look like an attack on the student, but rather, let your words of advice be enveloped by love, sympathy, support and encouragement.

Now, let us consider each of the above mentioned characteristics in a little more detail:

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8.1 Planning the lecture:

Planning the lecture is the most important part of the preparation. You may have a large amount of well researched material to be presented; but, an unplanned lecture given in a casual manner can become very un-impressive. Consider the following points while planning your lecture:

- **Know the topic and the intellectual level of the audience:** This is a valid point whether you are handling a regular course for a class or giving a 'popular lecture' to a large audience. Knowing the topic in advance helps you to collect, collate and organize the required material for the lecture. Knowing the type and level of audience helps you decide the depth and width of the subject you have to cover in your lecture and the methods to be adopted for effective communication.
- **Collect the syllabus, past 4 years' exam papers, required text books and reference books:** You have to do this if you are teaching a subject course for students who have to appear for a university/board exam at the end of the course. Since the time scale to cover the syllabus is prescribed, it will help you to plan the schedule and determine the pace of lectures if you have the syllabus with you. Perusing the previous years' question papers will give you an idea about the type of questions asked on a given topic in the prescribed syllabus; it will also tell you about the 'standard questions' which are more frequently asked. You can train your students to face the exams accordingly. Of course, you should have access to standard text books, reference books or relevant journals, depending upon the nature and depth of the subject you are dealing with.
- **Decide if it should be a class room lecture, demonstration or practical:** This will depend upon the syllabus and the requirements of the curriculum. If it is a class room lecture, you will have to prepare accordingly; if it is a demonstration or practical class, then you will have to set up the experiment and draw up a scheme for conducting the demonstration/experiment. Students may have to be divided into batches; conducting the experiment, safety aspects involved, taking readings, doing calculations, drawing graphs, presenting the results in a report etc. have to be explained to the students clearly. Take the help of a colleague, if required.
- **Are design hand books or data books required?** Some of the classes (particularly in engineering courses) may require the students to use hand-books or design data books. In that case, plan to supply them to the students or instruct the students in advance to bring such books to the class.

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- **Consider the use of modern teaching aids:** Even though the traditional way of using the black board and chalk is still the most effective method, make your lecture more interesting by the use of teaching aids such as Overhead projector (OHP) or LCD projector, if you have access to a computer. If you have many diagrams to draw, or if you have to show many graphs, or if you want to show beautiful photographs of a Plant room, or nice animations of, say, working of an engine etc. use of OHP and/or LCD projector is essential. Develop your skill to use these aids most effectively.
- **Write down the outline:** While planning your lecture, write down the outline of the lecture and also the time plan. Writing down will help you to ensure that you don't miss any points and to communicate most effectively within the stipulated time limit.
- **Collect motivational materials:** In addition to the actual subject matter of your lecture, have motivational information such as history, practical applications, research possibilities, anecdotes etc. ready. It will make your class more informative and lively.
- **Remember, students have to write the University exam!** Yes, preparing the students to face the exam is an important aspect. While planning the lessons, have a frequent look at the syllabus and previous University question papers; note down the way in which a question is asked on a given topic, relative importance given to a particular topic, how frequently a particular question is repeated, etc. and give suitable guidance and hints to the students.

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8.2 Preparation of the lecture:

This step involves having a hard look at the outline of the talk, collecting required material, collating them, jotting down points, writing the lecture notes, preparing the slides, PowerPoint presentations etc. Following points may be helpful in preparing the lecture:

- Have a second look at the **outline of your talk**. Think mentally about the possible resources required to make your talk most effective.
- Next, **refer to standard text books, reference books, journals or internet** to collect the relevant information and jot down the important points; then, re-arrange them in the required order.
- **Refer to previous University question papers**, note down the questions that appeared on the topic concerned.
- Now, for **introduction of the topic**: how will you introduce the topic in an interesting manner? It may be a good idea to start with some historical note, anecdote or important practical applications of the topic being taught.
- Next comes the **main body of the lecture**. Prepare tables, graphs, transparencies, PowerPoint presentation slides, models etc. as appropriate. Do some extra study to learn how to prepare them effectively and efficiently. Enjoy doing it.
- Have some **quotations, story, joke or anecdotes** ready to be used at appropriate times during the lecture; but, be careful not to overdo it!
- **Ending of the lecture:** This is very important, and should be planned intelligently. You want your audience to remember and ruminate over your lecture, long after your lecture is over. So, end your lecture on a high note, with emphasis and inspiration. End with some great quotation, small story or an emotional appeal.

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8.3 Delivering the lecture:

This is the most important aspect of your lecture; so, it should be planned thoroughly. Don't think that just having the well prepared notes in your hands is enough to deliver a very impressive talk! You have to practise it, go over it mentally a few times and do a rehearsal in front of friends, if possible. Also, attend to your dress, posture, body language, mannerism, language, pronunciation, facial expressions etc. If you find the need, attend a 'public speaking course' to hone up your speaking skills. Some important points in connection with the delivery of the lecture are enumerated below:

- **Dress appropriately, be punctual and be confident:** Dress should not be too gaudy or outrageous; it should be simple and decent for a regular school/college class room. You may dress formally if it is a special occasion, where you have to speak in a formal function. Be punctual to the class. Be dignified and confident. Being conscious that you have prepared very well for the lecture itself will induce great confidence in you.
- **Never go to the class without your written lecture notes:** Some lecturers think that going to the class without any notes in your hands makes 'great impression' on the students! You are mistaken! You can impress the students *only* by your excellent teaching. You should carry your written notes to the class, and should not hesitate to refer to them whenever required.
- **Don't carry a text book to the class:** It is not a good practice to carry the text book to the class and start reading it there, if you are taking a class to engineering students. Instead, have your written notes with you; and, if required, you may carry the data book or handbooks to demonstrate their use to the students. (Of course, if it is a language class, you may need to carry the text book to the class.)
- **Be pleasant, smile, introduce the topic and follow the plan:** After you enter the class, greet the students, smile, be pleasant, make some preliminary remarks, and confidently introduce the topic. Have your outline plan and follow it.
- **Don't hesitate to refer to your notes:** As you progress with the lecture, don't hesitate to refer to your notes, whenever required. Don't think that referring to your notes is a negative point; in fact, your audience will appreciate how well and systematically you have prepared.

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- **Let it not be a monologue:** Don't speak continuously for a long time. Let the talk be interactive. Give them time to absorb what you speak. Ask a few questions in between to find out if the students are following what you are saying. Have some other activity such as asking questions, telling an anecdote or story related to the topic.
- **Maintain general eye contact:** This is important. Many new lecturers 'stare at infinity' to avoid eye contact with the audience. This is not correct. You should maintain general eye contact with your students. But, don't stare at any particular individual for a long time since it will distract others in the class. Informal, friendly eye contact brings your students 'nearer' to you and makes them more receptive to your talk.
- **Emote your voice, tone:** Yes, let your lecture be like a friendly conversation and not as delivered from an unapproachable high 'ivory tower'! Bring variation to your voice and tone and speak with 'feeling'.
- **Be animated:** Use appropriate gestures, body language, facial expressions to communicate effectively. Do you know that even 'silence' can be a very effective tool to communicate? Use silence to emphasize the importance of something just stated, or for the matter just said to sink in, or for the students to ruminate over some point.

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- **Attend to your language, grammar, diction, posture, mannerism etc.:** Language should be simple. If you are teaching engineering, you impress your students, not by your vocabulary, but by your technical knowledge. Having said this, I should also add that having a good vocabulary is an added asset! Make no grammar mistakes; such mistakes will be easily noted by others. For example, if you say 'I goes' or 'You goes', they are glaring mistakes which everyone will notice. It seems, once there was a lecturer, who, asked his student to go out of the class saying: 'If you don't get out, I will ask the Principal to get out!' Such sentences will be remembered by the students for ever as 'jokes of the year'! Also, attend to your diction and pronunciation. If your language is not up to standard, make conscious efforts to improve it. Be conscious of your mannerisms. Without your being aware of it, you may have some funny habit or mannerism: wringing the hands, biting the nails, biting the chalk or ball pen, putting the hands in the pocket, twiddling with the shirt buttons, thrusting the hand kerchief in to the nostrils, using the same word or phrase repeatedly in every sentence…etc. Ask your friends in the staff- room to give you the necessary corrective feedback and make conscious efforts to get rid of such funny mannerisms.
- **Move around in the class:** This makes the students feel 'close' to you. You also get an opportunity to see how they are taking down the notes and you can make brief enquiries with some students if they face any difficulty.
- **Use transparencies, slides etc. as appropriate:** Depending upon the subject you are handling, use transparencies or presentation slides. Prepare your slides carefully, keeping in mind the general rules of preparing them. Let the letters in the slides be large enough to be seen by students sitting on the last bench. Let the slides be legible, and not cramped with written material. Use graphs, charts, tables, photographs etc. for good effect.
- **Be very clear, objective:** Write down important points on the black board. Emphasize what they should note down in their notes and what they should do at home for further study. Quote important questions from the University question papers. Tell them regarding good reference books or journals or internet sites related to the topic under discussion.
- **Summarize your talk:** It is a good practice to summarize your talk during the last 10 minutes or so. Motivate your students to do further study and reference. Give them some assignment or home work.

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8.4 For Laboratory instructors:

Laboratory instructor may not have to climb the platform and give a regular lecture. However, he is in charge of the lab and it is his responsibility to keep the lab ready when the students come, and get the experiments / demonstration done. He should also ensure the safety of the equipments as well as of the students. Following points may be worth noting in connection with the lab work:

- **Set up the lab before the students arrive there:** Make sure that the experiment, instrumentation, utilities such as water, chemicals, electricity, gas supply…etc. as needed, are kept ready.
- **Form teams:** When the students arrive, make teams of 3 or 4 students each, to perform the experiments. You may form the teams or allow the students to form the teams themselves.
- **Assign roles:** Assign roles to each member of the team, i.e. to perform the experiment, take readings, to record the readings, to do calculations and draw graphs…etc.
- **Explain the procedure:** Briefly explain the procedure of conducting the experiment, recording the data, doing the calculations, drawing graphs, forming conclusions and writing the report. Use the black board or slides, as needed, to explain.
- **Emphasize safety:** Safety of equipments and personal safety of students is of paramount importance while conducting experiments. Instruct the students well about the safety procedures and the emergency procedures to be followed.
- **Let students perform experiments:** Let the students perform the experiment. However, you should be available at hand, to solve their doubts or if there is an emergency.
- **Collect the lab data and reports:** After the experiments are done, let the students write their reports and hand them over to you.
- **Return the lab to order:** Take the help of the students to bring the lab back to order, so that the next batch of students can perform the experiments.

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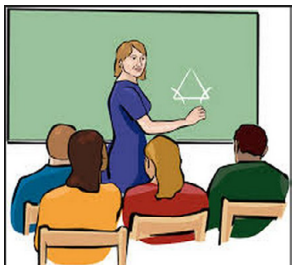
8.5 Assessment of students:



As stated earlier, assessment of students, evaluation and grading, record keeping and giving timely, corrective feed back to students/parents is an important part of a teacher's responsibility. Assessment/test has to be planned properly. Give sufficient time for the students to prepare. Frame your questions intelligently, the objective being to find out if the students have grasped the fundamentals of the subject properly. Aim should be to determine *how much the student knows*, rather than how much he does not know.

8.5.1 Purpose of assessment:

- To test student's comprehension, knowledge and skills.
- To confirm that the student meets the criteria required to be promoted to the next higher class.
- To help the student in knowing his deficiencies, and thus facilitate his further learning.
- To certify (for the public) that the student has attained certain standard or proficiency in the area of his study or skill. This is generally required by the government agencies or prospective employers.

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8.5.2 Types of assessment:

- **Oral:** Viva-voce exams are generally conducted in the lab, while conducting experiments. It is a good way to assess the student in an informal atmosphere. It will also help the student who may not be very good in giving his answers in writing. The examiner should be considerate, sensitive and should encourage the student to express his answers without inhibitions or nervousness.
- **Written exam:** This may be of 'multiple choice' type or 'free response' type. If it is multiple choice type, generally there will be a time limit within which the student will have to answer a given number of questions. There may be negative marks for wrong answers. A teacher should be aware of the type of questions/answers appearing in such exams and should train his students accordingly. If it is a free response (or essay type) type of exam, the approach in answering will be different; here, the requirement is to answer the required number of questions within the stipulated time, and the student should be trained to do this.
- **Practical/lab exams:** These are generally conducted in person. However, in some universities, there is provision to conduct these exams by audio or video.

8.6 Evaluation (i.e. marking and grading):

Note the following while evaluating the answer papers:

- **Have a uniform 'evaluation criteria':** Evaluation of answer papers must be done objectively. For this, have some evaluation criteria, and make it known to all in advance. This will generate confidence on the part of students and parents in the evaluation system.
- **Apply these criteria consistently:** Yes, the standards you set for the answers must be met by all uniformly, without any exception.
- **Be honest and impartial:** Needless to overstate this. This is your character, integrity, uprightness. To be honest and impartial is to be in harmony with your inner voice, your conscience. Don't yield to any pressures or inducements.
- **'Borderline' cases and 'second marking':** Have a uniform policy regarding 'borderline cases' i.e. those who 'just fail' by two or three marks, and about 'second marking' i.e. revaluation of the answer papers. Find out if there is an already established, departmental policy for such cases, and if it exists, follow it. Otherwise, formulate one by consulting your seniors.

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- **Be objective:** i.e. remember that, after all, your purpose is to find out how much the student has understood. And the intention is to use this information to guide and encourage the student to improve and do better in the next exam.
- **Finally, remember that all are not 'perfect':** i.e. be tolerant of the deficiencies of your students. Let your goodwill and blessings flow towards them in an unending stream.

8.7 Record keeping:

Record keeping has to be done systematically and neatly. This is a laborious work, and perhaps, the most disliked one by the teachers. But, let me say that this is an essential and important *responsibility* of the teacher towards his students, their parents and the institution in which he/she works. Nowadays, the record keeping involves entering the data and performance of each student into the computer. There are specialized software to give you all sort of statistics, once the data are entered. We will be interested to analyze the performance of each student, i.e. his attendance record for each subject, marks obtained in each subject, comparison of the marks obtained with the class average for that subject, student's progress history from class to class etc. Management of the Institution will be interested to know the performance of students, performance of each teacher in each class, teachers' performance evaluation year after year etc. The University (or Board) will require the marks and other data pertaining to each student to be filled up in a given format and sent to them. Teacher's cooperation is essential to meet all these requirements within the stipulated time-scale in an academic year.

To summarize, good record keeping helps you to:

- Get the personal, attendance and performance data of each student, just with a 'click' on the computer keyboard.
- Compare the attendance and performance of any student with others or with respect to the overall performance of the class.
- Get all statistics about the performance of students in a given subject: i.e. sort from the data: highest score, lowest score, no. of students who scored within a given range, say, between 35 and 50, or, between 50 and 70…etc.
- Get all statistics about attendance and performance of any student in any and all subjects.
- Get the performance statistics of any teacher with reference to a single class or all classes.
- Send the necessary information such as attendance, Internal assessment marks, no. of backlogs (i.e. subjects from the previous semester in which the student has failed)…etc. to the University authorities.

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8.8 Giving feed back to students/parents:

After having taught the student, assessing him, and marking and grading him, the teacher is better placed to give a feedback on the performance of the student to the student or to his parents or to any other concerned authorities. This is an important function of the teacher and should be done honestly and with tact. Note the following points in connection with this work:

- **Give honest, correct and timely feed back to students/parents:** Your feedback should be correct and honest. It should also be given at the appropriate time, so that, the student gets ample time to implement the corrections.
- **Be polite and considerate to students/parents:** A teacher should have good 'inter personal skill'. He should be able to communicate to the student/parents the truth, even if it is bitter, politely and with due consideration to their dignity.
- **Never demoralize the student:** Don't utter any words that demean or denigrate the student lest he gets discouraged and demoralized.
- **Let the student 'feel' your goodwill towards him:** Let your attitude towards the student as his teacher be: 'Be good and do good'. Think well of him and pray for his success. Your transparent sincerity will make the student 'feel' your goodwill towards him.
- **Speak to the parents:** You may meet the student and his parent/s together while giving the feedback. Students generally don't like their deficiencies to be highlighted in front of their parents. Also, parents will have their own psychology: some may be docile and nervous while some others may be aggressive with you. You will need patience and maturity to communicate to them in such situations. However, take some time off to meet the parents in private also, and enthuse them to encourage the student at home. Essentially, the teacher should make the parents realize that the teacher is *'working with them'* (and not against them) for the overall progress of their ward.

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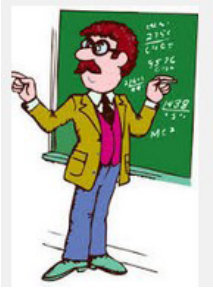
9 Teaching styles:



Generally, following *five types of teaching styles* are identified. You will appreciate that the teaching style will vary with each teacher. It depends on the teacher, the student, the level at which the subject is to be taught, the circumstances and the purpose.

- **Expert:** Here, the teacher speaks from an 'expert' status. He, perhaps, assumes that the student already knows sufficiently about the subject, and 'takes off' from there. Therefore, student should do his home work well before approaching such a teacher.
- **Authority:** Yes, he is an erudite scholar in his subject and teaches with authority. Perhaps, there is a tinge of impatience around him; he expects you to accept every thing he says without much of questioning!

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- **Friendly:** Ah, this is the teacher that the students would love to have! He teaches with great care and consideration, placing himself in the position of the student. So, he understands their difficulties very well. He will solve one problem fully himself before asking the students to solve a similar problem. He works with the students not only inside the class room but, beyond the class room too. Such a teacher is easily accepted as a genuine 'friend, philosopher and guide' by the students!
- **Facilitator:** This type of teacher sees his role only as a 'facilitator', i.e. he acts only as a channel to supply information to students. It is up to the students to 'make use' of him. Here, the student should show enthusiasm and initiative to get the maximum from his teacher.
- **Delegator:** Here, the teacher may give guidance to the student and tell him what to do, but it is entirely up to the student to do all the work. The student will have to periodically approach the teacher and report about the progress and enquire about the further steps to be taken.

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10 Ideal Teacher and exemplary teaching practices:

Le us succinctly summarize whatever we have elaborated till now:

An Ideal teacher:

- Is well organized
- Sets clear goals and intellectual challenges
- Is well focused and clear
- Adopts appropriate and multiple teaching methods
- Communicates and interacts with students effectively
- Attends to the intellectual growth of students
- Encourages and facilitates learning 'beyond the syllabus' and 'beyond the class room'
- Respects his students and is aware of their diverse learning capacities and deficiencies
- Has a sense of humor and is friendly and personal to approach
- Loves his teaching and loves his students
- Gives prompt, timely, corrective feed back
- Reflects on his own deficiencies and makes continuous efforts to improve his knowledge and skills

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11 'Must' for new teachers…:

Many people join the teaching profession because they are inspired by their own teachers. They have an 'ideal' in some particular teacher of their own, and try to emulate him/her. So, they prepare the lessons very well for their classes, are friendly with all, and try to the best of their capacity to communicate. However, in many cases, they do not get that 'internal satisfaction and joy of teaching'. To find 'fulfillment' as a teacher, one should know and practise the following:

- Be strongly motivated
- First and foremost, be knowledgeable in your subject
- Involve the students actively
- Be energetic, friendly and sympathetic to your students
- Get regular feedback on your teaching
- Have a sense of humor; don't laugh at your students, but laugh with them. More importantly, have a capacity to laugh at yourself!
- Don't be critical or negative about your students or about your colleagues
- Be friendly with your colleagues and have social contact with them
- Respect the senior members in the department and seek their guidance in improving your teaching skills
- Be eager to upgrade your knowledge, capacity and skills by reading, discussions, sitting for competitive exams, attending seminars and workshops etc.
- Allocate enough time for teaching, study, social, community-service and personal works

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12 'Must' for experienced teachers…:

It is important that an experienced teacher does not become a 'senile teacher' or an 'outdated teacher'! 'Experience' should make him wise. He should consciously avoid the danger of becoming 'tired and negative' under the 'load of his experience'. To be able to deal with contemporary subjects and much younger students, he should make continuous efforts to upgrade his knowledge and skills. Following points are worth noting with reference to experienced teachers:

- Be eager to upgrade your knowledge; remember that there is no 'upper limit' to knowledge!
- Be innovative, learn and try new approaches to teaching
- Share and learn by arranging or attending conferences, seminars and workshops
- Periodically discuss with your colleagues about their teaching, difficulties faced by them and possible solutions
- Get regular feedback on your teaching and never hesitate to take corrective action if any deficiencies are pointed out
- Be friendly and approachable to all students, parents and teaching and non-teaching staff members
- Be strongly motivated
- Know that **'contentment' is the greatest wealth, and 'self satisfaction' is the greatest recognition!**

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13 Getting feedback on teaching:

As already mentioned, getting feedback on teaching is essential for both the new and experienced teachers. In fact, a teacher should welcome this feedback. It shows eagerness on his part to know his deficiency and a willingness to improve. In addition, the school/college management would also like to know how the teacher performs in order to encourage him or advise him. So, getting students' feedback on the performance of the teacher is an essential step in the teaching – learning process.

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Evaluation of teachers can be done in a variety of ways:

- **Evaluation forms:** These forms are devised by respective schools or colleges. They contain a questionnaire covering all aspects of the teacher's performance, such as: academic knowledge, preparation of lessons, delivery of lecture, language, interpersonal skills, class control, personal qualities…etc. Students have to write Yes/No or put a tick mark, as the case may be, on the appropriate grade for each question. Finally, answers given by a student to all questions are added up and a final grade is arrived at. Thus, the feedback from all students of the class is collected. This information is fed into a computer and the necessary statistics is generated. Then, the appropriate authority should analyze the results and inform the teacher concerned. Before distributing the feedback forms to students, **i**t is a good idea to tell them the purpose of collecting their feedback and instruct them to be objective in answering the questionnaire. Also, it is advisable that some teacher *who has not taught that class* is given the responsibility of collecting the feedback forms from that class.
  A typical 'Students' feedback form' and a suggested questionnaire are given in Appendix-I.
- **Class committee:** Some colleges have class committees who meet, discuss and give their feedback on their teachers.
- **Videotaping:** This is a very effective feed back to the teacher. He himself can observe his speaking, diction, teaching, clarity, mannerisms, body language and class management. He should view it along with his colleagues and superiors and welcome their advice for correction at the appropriate stage.
- **Class interviews:** i.e. the students are interviewed by a staff member (*not the one who taught them*) about the teaching of their teachers. Of course, type of questions asked must be of general nature, such as: 'what did you like best?', or 'what did you like least?', or, 'what are your suggestions for improvement?' etc…Care should be taken not to ask any questions that may elicit answers of a personal nature based on students' personal prejudice.
- **Exams, written assignments:** Of course, the answers given by the students during their regular academic exams and assignments certainly reflect on the teaching performance of a teacher. However, this will not tell you about his/her personal qualities and interpersonal skills. So, this information must be supplemented with data obtained with other methods mentioned above.

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14 Managing 'teaching stress':

Most of the teachers, whether they are new to the teaching profession or experienced ones, go through varying amount of 'teaching stress'. If a teacher is stressed, it will affect his teaching and interaction with the students and colleagues; this will generate some reaction from students or higher authorities, which, in turn, may generate further stress in the teacher, and he will be caught in a vicious circle! So, this problem of 'stress' should be tackled in the early stages of its appearance. Now, let us analyze why this stress occurs at all, and then we will be in a better position to tackle it.

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14.1 Reasons for teaching stress:

- **By the students:** Yes, this is the first source of stress, particularly for new teachers. As a new teacher, you may be very enthusiastic, prepare the lessons extremely well before you go to the class, try your best to deliver it effectively…. But, suddenly you find that the class is noisy and no one is listening to you! All your enthusiasm is immediately drained out! You are stressed! Or, you ask them to submit an assignment on a particular date and no one appears on that day! And, you are stressed!
- **By the parents of students:** Parents come to discuss about the performance of their wards. You should welcome it. But do not entertain any useless talk or any effort to unduly influence you with respect to the exams or results of any student. This requires experience and tact in dealing with people, and if you don't have it, you will be stressed!
- **By the authorities:** General policies of the school or college administration may not be to your liking; or, discussions with your authorities with reference to your teaching or personal aspects may not be encouraging. Surely, in such cases, you will be subjected to stress!
- **By the colleagues:** Your colleagues may obtain a better reputation than you in front of students or authorities. Or, sometimes, if you have a better reputation than them, they may be jealous of you and, in rare cases, may indulge in un-worthy acts. Thus, there is a possibility that by comparing yourself with your colleagues, you may invite stress!
- **Self – generated:** Yes, this is a good possibility. You may have very high expectations about your own performance and, perhaps, you are not able to meet those expectations in reality. You may think that you are a failure as a teacher. Brooding over this will generate great stress in you. Or, in your moments of weakness, you may 'imagine' that your students or colleagues are not respecting you, but are mocking at you. This will also generate stress.

14.2 How to manage this stress?

Did you know that if you spell 'STRESSED' backwards, you get 'DESSERTS'? What does it mean? It simply indicates that if you are bold enough and intelligent enough to face the stress and turn it backwards, life will be as pleasant as 'desserts'! Then, why don't you try the following techniques to face the stress and '*turn it backwards*'?

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1. **Be assertive:** Remember the well known saying: 'You can't please all the people all the time!'. It is impossible that all the students in the class will appreciate you. Nor need you try to please all the students all the time! Be reasonable, but assertive and hold on to your decisions; but, do make your decisions after due consideration. Let the 'inner voice' be your guide and, truth and integrity, your companions.
2. **Set priorities:** In course of your duties, you may be saddled with quite a large number of works. There may be usual teaching load, related assignments correction work, exam duties and correction of answer papers, additional responsibilities given by superiors like Head of Department, attending career improvement courses or programs, participation in organizing seminars, other co-curricular activities, extra curricular activities such as sports, annual days etc.…Pressure of completing these works will generate stress. Therefore, it is wise think coolly to set your priorities and then work to a plan. Make a list of jobs to be done immediately, jobs to be finished on time, jobs to be delegated, jobs to be delayed and jobs to be abandoned altogether. And, then act.

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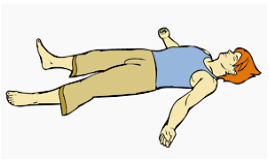
- **Share your problem:**

Yes, share the problem with someone close to you…may be, with a close relative, friend, colleague or higher authority or a counselor. There is a saying: ***"A problem shared is a problem halved"*****!** But, be careful; don't tell the whole world about your problems…use your discrimination! Still, if your problem is not solved, and if it is becoming a mental drag on you, do not hesitate to consult a doctor or psychologist.

3. **Use relaxation techniques:** Take some time off to practice a few time tested relaxation techniques. Let them be a part of your daily routine. Oft recommended techniques for stress reduction are:

1. **Relaxation of body muscles by Yoga:** Practise a few 'yogic asanas (or postures)' to relax body muscles. This is better done under the guidance of some Yoga teacher. Experts recommend specific 'asanas' to cure specific conditions, physical or mental. Yogic Asanas should be practiced regularly and systematically to obtain maximum benefit. Physical relaxation will cause mental relaxation and vice-versa. Further, one can also practice physical and mental relaxation while lying down (or, sitting in a comfortable posture) and consciously letting free and relaxing each part of the body from head to toe, simultaneously affirming strongly that, that particular part of the body is perfectly relaxed.



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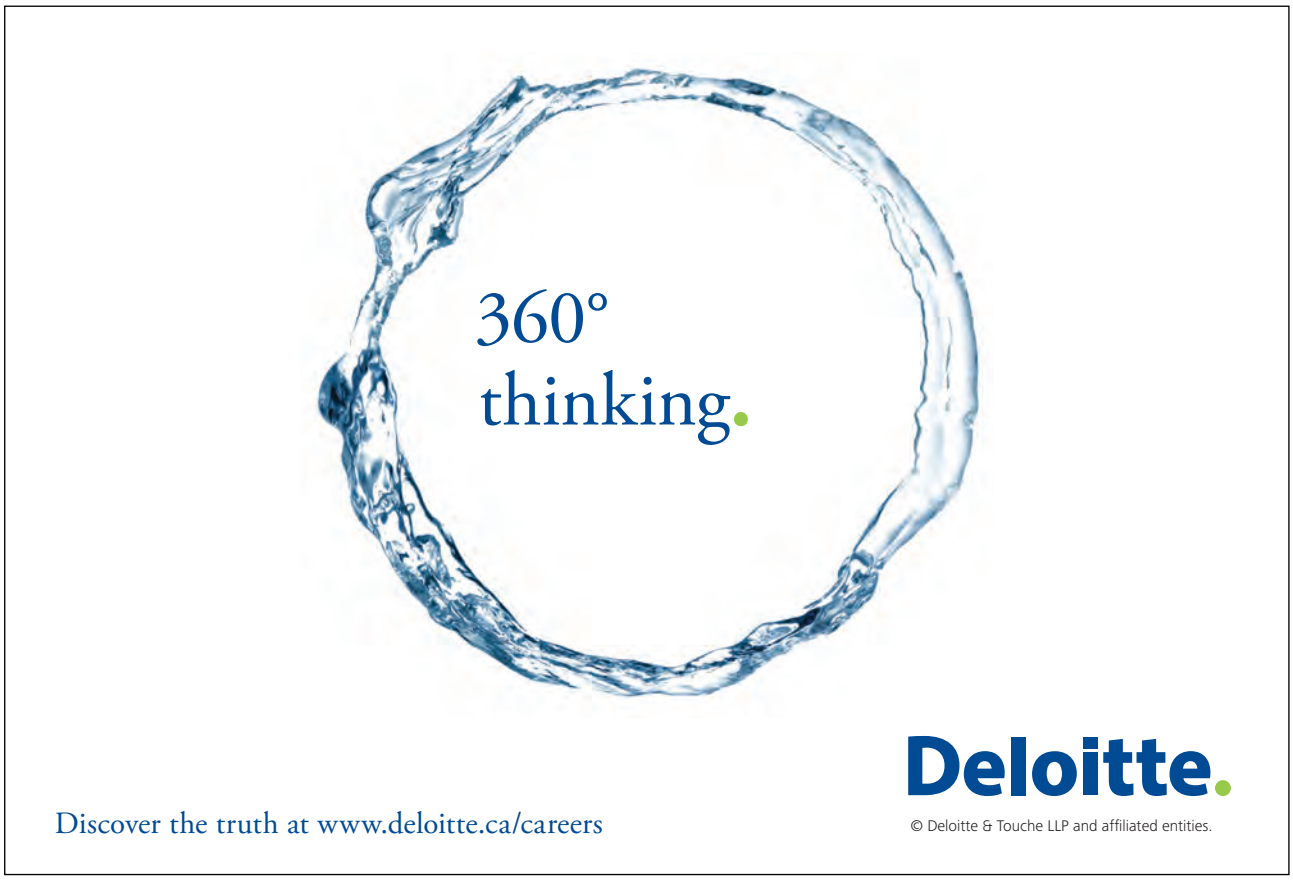
2. **Do breathing exercises:**

It is observed that our breathing is connected to our mental state, i.e. we breathe deep and slow when we are peaceful and our breathing becomes shallow and fast when we are disturbed or angry. This is the principle of 'breathing exercises' or **'*pranayama*'** taught by many Masters. Of course, yogic postures, breathing exercises and meditation have to be learnt personally from experts; however, it is safe to do deep breathing (i.e. take a deep breath, filling the lungs fully and breathe out deeply completely exhaling the air) a few times in the mornings and evenings. Time spent for about 10 minutes each in the morning and evening for these exercises will be an extremely useful investment throughout your life. It will help you to remain energetic, active and focused for the whole day. Don't consider it as a waste of time; after all, if you are starting on a long journey by your car, is it a waste of time to spend a few minutes in filling up the petrol tank before you start? No, not at all. Instead, it is an 'absolute must' to complete your travel and reach the goal.



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3. **Jyothi meditation:**

i.e. meditation on a candle flame. This is an extremely effective method which not only increases the concentration of mind, but also entirely changes the psyche and improves the outlook and character of the individual. It is well known that the tendency of the mind is to 'jump' from object to object. This very nature of the mind is used to increase the concentration of mind! This ancient method has been described very nicely in modern times by Sri Sathya Sai Baba, as follows:

"As regards the technique of meditation, different teachers and trainers give different forms of advice. But I shall give you now the *most universal and the most effective form*. This is the very first step in spiritual discipline. At first, set a few minutes every day for meditation, and extend the time as you feel the bliss that you get. Let it be in the hours before dawn. This is preferable because the body is refreshed after sleep, and the dealings of daytime will not yet have impinged on you. Have a lamp or a candle before you with an open, steady, and straight flame. Sit in front of the candle in the lotus posture or any other comfortable sitting position. Look on the flame steadily for some time, and closing your eyes try to feel the flame inside you between your eyebrows. Let it slide down into the lotus of your heart, illuminating the path. When it enters the heart, imagine that the petals of the lotus open out by one, bathing every thought, feeling, and emotion in the light and so removing darkness from them. There is no space for darkness to hide. The light of the flame becomes wider and brighter. Let it pervade your limbs. Now those limbs can never indulge in dark, suspicious, and wicked activities; they have become instruments of light and love. As the light reaches up to the tongue, falsehood vanishes from it. Let it rise up to the eyes and the ears and destroy all the dark desires that infest them and which lead you to perverse sights and childish conversation. Let your head be surcharged with light and all wicked thoughts will flee there from. Imagine that the light is in you more and more intensely. Let it shine all around you and let it spread from you in ever widening circles, taking in your loved ones, your kith and kin, your friends and companions, your enemies and rivals, strangers, all living beings, the entire world. Since the light illumines all the senses every day so deeply and so systematically, a time will soon come when you can no more relish dark and evil sights, yearn for dark and sinister tales, crave for base, harmful, deadening toxic food and drink, handle dirty demeaning things, approach places of ill-fame and injury, or frame evil designs against anyone at any time. Stay on in that thrill of witnessing the light everywhere. If you are adoring God in any form now, try to visualize that form in the all-pervasive light. For Light is God; *God is Light*. Practice this meditation as I have advised regularly every day. At other times repeat the name of God (any Name fragrant with any of His many Majesties), always taking care to be conscious of His might, mercy, and munificence."

– from: Sathya Sai Speaks, Vol X (Old edition), pages 348–350.

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4. **Think positively:** Yes, don't harbor negative or melancholy thoughts. Focus on your strengths and positive points, rather than on your deficiencies and negative points. Affirm to yourself with full conviction: **'I am strong. I can do this. I will be successful!'**, and it will so happen.

5. **Laughter:** Yes, laughter is the best medicine! Perhaps, man is the only animal who is blessed with the faculty to laugh. And, how rarely he uses this faculty! Take it easy, look at life and the unfolding events as an observer and laugh…laugh, not *at* others, but *with* others! More importantly, learn to laugh at *yourself*! Laugh with abandon, without any inhibitions so that your whole body reverberates with laughter and becomes a bundle of joy! Join a 'laughing club' or, start one in your campus! Surely, laughter is the best medicine to drive away your 'blues'.

6. **Keep a pet!** Many psychologists have suggested that keeping a pet **is a** sure way to reduce stress. For example, if you have a pet dog, have you seen how joyously he welcomes you when you reach home, tired and perhaps, worried, in the evening? Of course, you have to spend some time with your pet every day and take care of him well; more importantly, give your love to him. You will be amazed to see the way he reciprocates! Play with him, take him for a walk, caress or cajole him or simply speak to him. Pets may not be able to speak to you in human language, but they do better…***they really love you, absolutely!***

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15 Teachers and Human Values:

This is an important topic that needs due consideration. We, as teachers, are instrumental in training and sending thousands of students into the stream of society every year. These are all highly qualified engineers, doctors or graduates in some field or other. But, do you find that the 'quality' of life in society has changed for the better in any way? Look at the news papers: have the number of stories about greed, cheating, murders, and violence of man against man, man against woman, man against society, or wars of nations against nations reduced in any way? Certainly not. Why is this so? Why is it that the induction of thousands of intelligent, highly qualified people every year, is not affecting the society for better? Instead, we see that the effect is similar to the addition of muddy waters in to a stream of river, making the waters still more muddy and murky. What is lacking in our education system? Friends! Let us consider three great examples….

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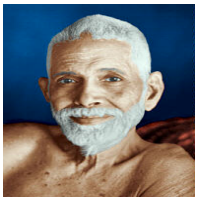
15.1 Three great examples…:

Consider the examples of following three great men from history:

Sri Ramakrishna Paramahamsa: He was a simple, unlettered, rustic priest in a temple in Dakshineshwar near Kolkatta. But, the great intellectuals of the day came to him and sat at his feet to listen to his words of wisdom.

Sri Ramana Maharshi: He left home 'in search of his father' (i.e. God) when he was barely 14 years old and performed very hard penance. He was acclaimed as a great saint of his time, in India and abroad. He had studied only up to eighth standard, but his teachings on Vedanta and the path of Self-enquiry enunciated by him have become a subject matter for many a Ph.D thesis.



Jesus Christ: He was the son of a poor carpenter, had no education worth the name. His life and practical teachings on Love, Service and surrender to God have mesmerized human mind and, today more than half the globe follows his teachings.

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Fellow teachers! In all the above three cases, you find that they were not 'highly educated' from the present day standards. They were not graduates, post graduates or Ph.D's. Still, they left indelible foot prints on the sands of history and effected a profound change in the psyche of humanity. Why? Because….

- All of them had something in common…
- They personified certain Values
- They practised these Values in their lives
- They had the courage of their convictions, and did not deviate from them under any circumstances
- These Values are known as '**Human Values'**…

15.2 Human Values:

What are Human Values? Some of the human values can easily be enumerated as follows:

Truth, goodness, love, service, charity, friendship, equality, dedication, sympathy, humility, non-violence towards all beings, cleanliness, respect for all, helping the poor, old and the sick, giving food and education to the needy…etc. You say this instinctively because, you, being a human being yourself, feel in your heart that a good human being should have these qualities. It is quite natural.

Sri Sathya Sai Baba has said that all these human values can be grouped under following main categories:

- **Sathya (Truth)**
- **Dharma (Righteousness)**
- **Shanti (Peace)**
- **Prema (Love), and**
- **Ahimsa (Non-violence)**

He has further said: **'Truth is the highest among these values. सत्यान्नस्ति परो धर्मः (i.e. there is no Dharma greater than adherence to truth). Dharma is born out of Sathya, and from Dharma emerges Peace and from Peace emerges Love. Where there is Love, there can be no hatred. One who has Love will adhere to Non-violence. Sathya, Dharma, Shanti, Prema and Ahimsa are the five cardinal human values. One who practises these human values is a human being in the true sense of the term. Even if he lacks one of these, he cannot be called a perfect human being. Therefore, we should develop all these *five values*.'**

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These human qualities are naturally present in the heart of every human being; only thing to be done is to make these qualities manifest. That should be the function of education; and, this leads us to ***'Educare'***.

15.3 Education and Educare:

The exercise called **'education'** is nowadays focused mostly on collecting information and stuffing it inside the head, as far as the student is concerned. And, for the educators, it is mostly a business venture! For the students, it is a means to earn their livelihood, and for the educator too, it is a means of earning money.

And, consider this saying: **'Education gives only information, but, it should effect transformation'**. Yes, a computer can also store lot of information, but will not know how to love a forlorn child or comfort a grieving mother. Education should make us upright, law abiding citizens who are at peace with ourselves and live in peace and harmony with the society and surroundings.

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Who is an educated man? It is said: **'Education confers humility'**. So, an educated man is humble, knows how little he knows and is in awe about the vast unknown. But, the present day education makes a man arrogant and self-centered.

Educare:

The word 'Education' comes from the root 'Educare'. It means: 'to elicit' or 'to bring out'. To bring out… what? It is to bring out the latent human values in an individual. So, the ***real purpose*** of education is to make the latent human values manifest.

These human values are not to be bought from the market or imported from outside. The very fact that you are a human being means that human values are latent in you. However, the degree of manifestation of these values is different in different individuals, depending upon the refinement he/she has undergone. **The purpose of education is to provide the necessary refinement.**

Take the example of a wrist watch. The raw steel content of a wrist watch may cost just a few rupees only; but, when this steel undergoes refinement and gets converted into a beautiful wrist watch, it will cost a few hundreds of rupees. Likewise, **purpose of education is to provide the necessary refinement and increase the worth of the individual.**

Human values are like the perennial underground source of sweet water. It is always present; but, to get it, you have to reach down to it by digging a well. **Education is the process of digging,** so that the latent 'sweet' human values are brought to the surface for the benefit of the individual and the society at large.

Friends! In this noble profession, we have the sacred duty of teaching and training the students who are under our care. It is a great responsibility to send out these students as highly responsible, upright, refined human beings in to the society, who will take our country to great heights of glory.

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16 Seven C's for success:

Teaching is known to be a highly satisfying profession. In our tradition, teacher is held in high esteem and is greatly respected. He has a great responsibility in his hands: not only to impart the necessary temporal education and skills to the students, useful to earn a living, but also to shape the character of his students to manifest the 'human qualities' in them and become 'fine human beings'. Then only he can be really satisfied. So, to sum up whatever we have said so far, to be a successful teacher, one should have the following:

- **Clarity:** About the goal, path and the means.
- **Competence:** Should have competence in the chosen field.
- **Constraints:** Should be aware of the constraints, both internal and external, and the perseverance to persist.
- **Concentration:** i.e. the ability to focus on the task at hand, in spite of disturbances and distractions.
- **Creativity:** Collect information from all sources, and use all your resources creatively.
- **Courage:** Have courage of conviction. If truth is taken as the guide, courage will come as your companion.
- **Continuous learning:** Remember: A teacher will always remain a student! A wise man knows his own ignorance and a knowledgeable man knows how much he does not know. Humility is the hallmark of a learned man. So, be humble and say: **'Let noble thoughts come to us from all directions!'**

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17 Enjoy a sweet syrup!:

Finally, my friends! Let us end on a sweet note: A teacher really enjoys his teaching; he enjoys the company of his students. For him, teaching is not a 'profession' to earn money, but, it is considered as a sacred duty to shape the citizens and leaders of tomorrow. A teacher should have the following attitude to his teaching:

Preparation of sweet syrup:

- **Class room…is the tumbler**
- **Teacher…is the water**
- **Students…are like sugar crystals (pure and sweet)**
- **Teaching…is the process of stirring**
- **Joy of teaching and learning…is like drinking the sweet syrup**!

May all of us in this 'noble', teaching profession always enjoy such a sweet syrup!

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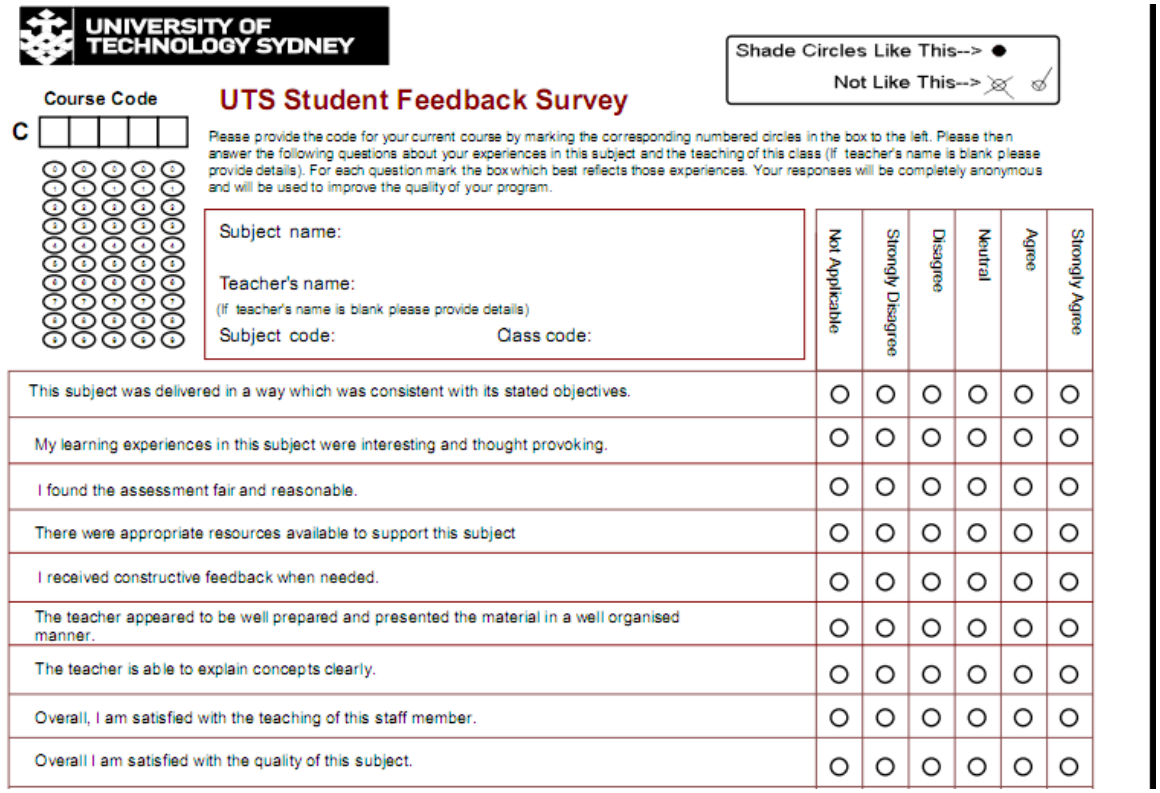
Appendix-I

Typical Students' feedback form

(Ref: http://www.pqu.uts.edu.au/tracking-performance/student-surveys/)



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Shade Circles Like This--> ●
Not Like This--> ⊗ ✓

Course Code

C

UTS Student Feedback Survey

Please provide the code for your current course by marking the corresponding numbered circles in the box to the left. Please then answer the following questions about your experiences in this subject and the teaching of this class (If teacher's name is blank please provide details). For each question mark the box which best reflects those experiences. Your responses will be completely anonymous and will be used to improve the quality of your program.

Subject name:

Teacher's name:
(If teacher's name is blank please provide details)

Subject code: Class code:

	Not Applicable	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
This subject was delivered in a way which was consistent with its stated objectives.	○	○	○	○	○	○
My learning experiences in this subject were interesting and thought provoking.	○	○	○	○	○	○
I found the assessment fair and reasonable.	○	○	○	○	○	○
There were appropriate resources available to support this subject	○	○	○	○	○	○
I received constructive feedback when needed.	○	○	○	○	○	○
The teacher appeared to be well prepared and presented the material in a well organised manner.	○	○	○	○	○	○
The teacher is able to explain concepts clearly.	○	○	○	○	○	○
Overall, I am satisfied with the teaching of this staff member.	○	○	○	○	○	○
Overall I am satisfied with the quality of this subject.	○	○	○	○	○	○

Comments:

- What did you particularly like about this subject?
- Please suggest any improvement that could be made to this subject.
- What are this staff member's strengths in teaching?
- What improvements would you suggest to his/her teaching of this subject?

Suggested Questionnaire to get feedback on the subject as well as the teaching (Rating scale: from 1 to 5):

Closed response items:

1. It was always easy to know the standard of work expected
2. The subject developed my problem solving skills
3. The teaching staff on this subject motivated me to do my best work

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4. The workload was too heavy
5. The subject sharpened my analytic skills
6. I usually had a clear idea of where I was going and what was expected of me in this subject
7. Staff put a lot of time into commenting on my work
8. to do well on this subject all you really needed was a good memory
9. The subject helped me to develop my ability to work as a team member
10. As a result of my subject, I feel confident about tackling unfamiliar problems
11. The subject improved my skills in written communication
12. Staff seemed more interested in testing what I had memorized than what I had understood
13. It was often hard to discover what was expected of me in this subject
14. I was generally given enough time to understand the things I had to learn
15. The staff made a real effort to understand difficulties I might be having with my work
16. The assessment methods employed in this subject required an in-depth understanding of the subject content
17. Teaching staff normally gave me helpful feedback on how I was going
18. My lecturer(s) were extremely good at explaining things
19. Too many questions asked were just about facts
20. Teaching staff worked hard to make this subject interesting
21. There was a lot of pressure on me as a student in this subject
22. The subject helped me to develop my ability to plan my own work
23. The sheer volume of work to be got through in this subject meant that it couldn't all be thoroughly comprehended
24. The staff made it clear right from the start what was expected of students
25. Overall I am satisfied with the quality of this subject

Ratings items:

Option A. All things considered, how would you rate this subject?
Option B. All things considered, how would you rate the teaching in this subject?

Open ended items:

What did you like particularly in this subject?
What improvements would you suggest to the subject itself?
Option A. What are this staff members' strengths in teaching?
Option B. What improvements would you suggest to his/her teaching of this subject?

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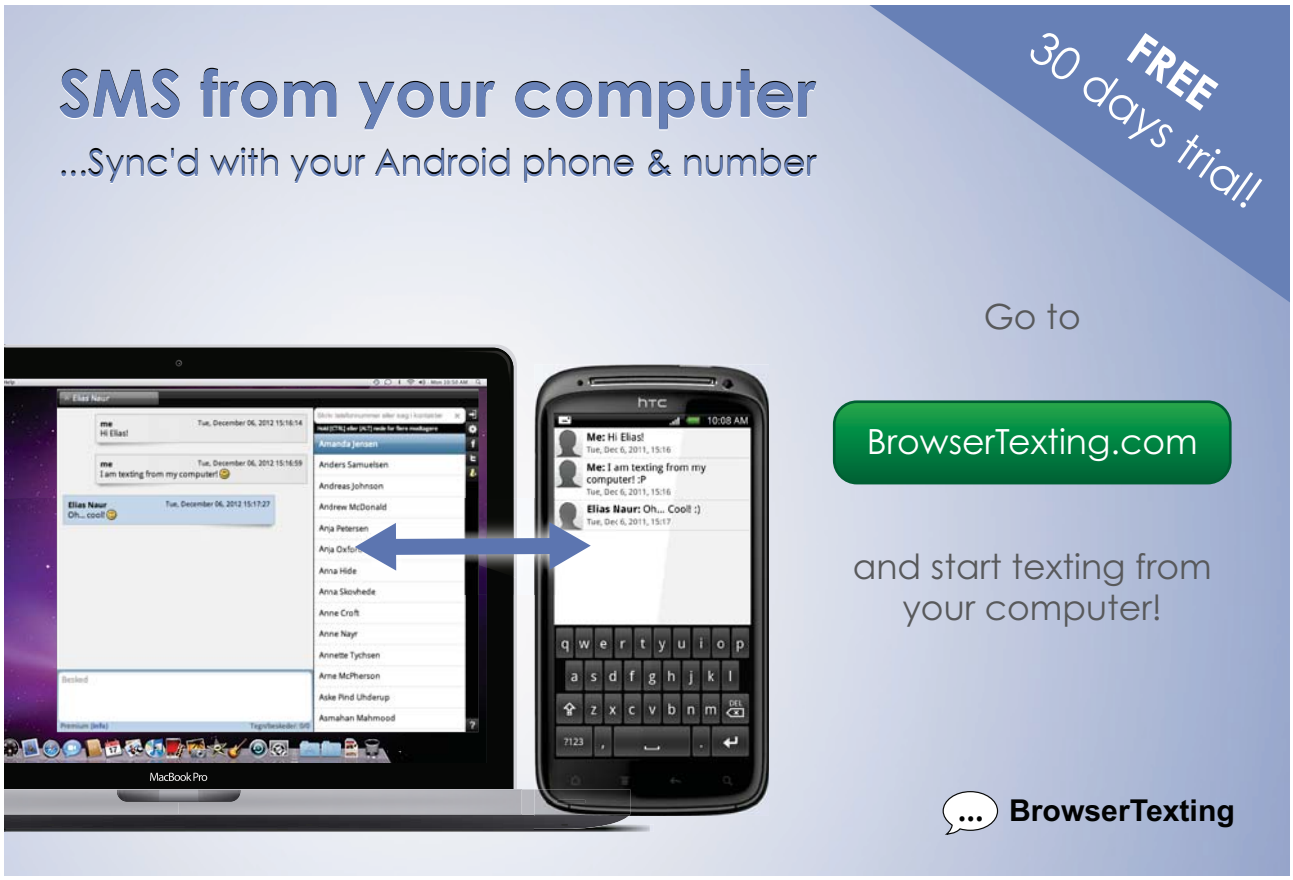
Appendix-II

Golden words for Teachers

Sri Sathya Sai Baba (respectfully called as 'Swami' by devotees) has established a University, where education is given from kindergarten to Postgraduate level, absolutely free. Here, the system of education is based on eternal values enshrined in our great Indian culture. Respect for parents, teachers and elders, existence of One God and universality of all religions, brotherhood of man and fatherhood of God… etc. are taught from an early age.



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As Chancellor of Sathya Sai University, Swami has spoken to teachers and students on a number of occasions. Following directions, given to teachers, are gleaned from such discourses:

- **Remember: service to students is not only for their sake, but for your sake too.**
- **Don't be proud imagining that students need you; you need them too**
- **Students rely on you; so, sacrifice what you have for them**
- **If a student has a vice, he only suffers; but, if a teacher has a vice, thousands are polluted**
- **Only a 'great' teacher can mould a great student**
- **Those who seek to impart 'values' to students must set an example by first practising themselves**
- **Duty of a teacher involves intensive preparation, most effective communication and inspiring the students**
- **Duty is best discharged with discipline**
- **Discipline should be enforced with love and understanding**
- **Teach the students three P's: Purity, Patience and Perseverance**
- **Teachers should not lose their temper; keep emotions under control**
- **Teacher should interact with his colleagues in cordial, loving terms**
- **Let there be harmony in the office, class rooms, dormitories, dining room and play grounds**
- **Never curse your students; always bless them**
- **A teacher must excel in humility, simplicity, morality and integrity, so that education results in excellence**
- **Cultivate love for students; but, love should be tempered with discipline**

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Appendix-III

- The only true wisdom is in knowing that you know nothing…*Socrates*
- Education is an ornament in prosperity and a refuge in adversity…*Aristotle*
- The roots of education are bitter, but the fruit is sweet…*Aristotle*
- The only thing that interferes with my learning is my *education*…*Albert Einstein*
- A child is not a vessel to be filled, but a lamp to be lit…*Hebrew proverb*
- A teacher is one who makes himself progressively unnecessary.…*Thomas Carruthers*
- Education is the ability to listen to almost anything without losing your temper or self confidence…*Robert Frost*
- Good teaching is one-fourth preparation and three-fourths theater…*Gail Godwin*
- A teacher who is attempting to teach without inspiring the pupil with a desire to learn is hammering on cold iron…*Horace Mann*
- A good teacher is like a candle – it consumes itself to light the way for others…*Author Unknown*
- I like a teacher who gives you something to take home to think about besides homework.… *Lily Tomlin as "Edith Ann"*
- Teaching is the profession that teaches all the other professions…. *Author Unknown*
- Good teachers are costly, but bad teachers cost more…*Bob Talbert*
- A teacher's purpose is not to create students in his own image, but to develop students who can create their own image…*Author Unknown*
- What the teacher is, is more important than what he teaches…*Karl Menninger*
- Teachers who inspire know that teaching is like cultivating a garden, and those who would have nothing to do with thorns must never attempt to gather flowers…*Author Unknown*
- Teaching is not a lost art, but the regard for it is a lost tradition…*Jacques Barzun*
- One looks back with appreciation to the brilliant teachers, but with gratitude to those who touched our human feelings…*Carl Jung*
- The best teachers teach from the heart, not from the book…*Author Unknown*
- Who dares to teach must never cease to learn…*John Cotton Dana*
- To teach is to learn twice…*Joseph Joubert*, *Pensées*, 1842
- Don't try to fix the students, fix ourselves first. The good teacher makes the poor student good and the good student superior. When our students fail, we, as teachers, too, have failed… *Marva Collins*

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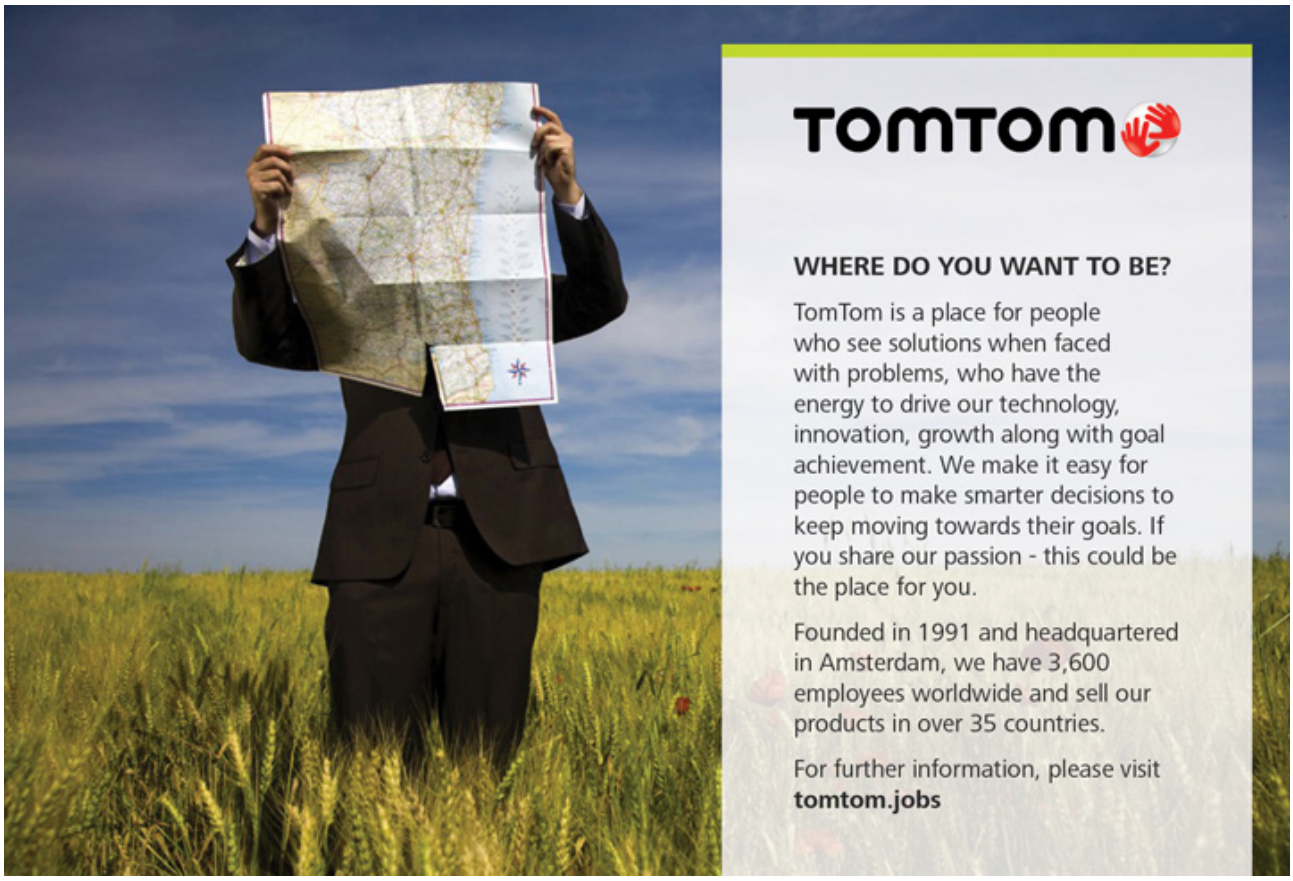
- The art of teaching is the art of assisting discovery…*Mark Van Doren*
- Teachers are expected to reach unattainable goals with inadequate tools. The miracle is that at times they accomplish this impossible task…*Haim G. Ginott*
- Ideals are like stars. We never reach them, but, like the mariners on the sea, we chart course by them…*C. Schurz*
- The only thing that overcomes hard luck is hard work…*Harry Golden*
- You will not be punished *for* your anger; you will be punished *by* your anger…*Buddha*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